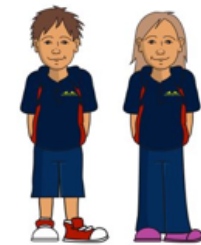


# WHAKARONGO SCHOOL

## WRITTEN LANGUAGE PROGRESS INDICATOR MATRIX



Name: William Jones	NE	Y 1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
Teachers sign off/highlight as progress is tracked each year.									

I Can...												
Deeper Features	Level 1				Level 2			Level 3			Level 4	Level 5
	Emergent	Level 1i	Level 1ii	Level 1iii	Level 2i	Level 2ii	Level 2iii	Level 3i	Level 3ii	Level 3iii		
<b>Impact</b>  The effect the writing has on the reader	Say what I have written about		Write for other people to read	Write about ideas and feeling to make our writing more interesting	Write stories that are interesting to read by carefully choosing the words			Write to gain audience attention by using: <ul style="list-style-type: none"><li>Honesty</li><li>Selected anecdotes</li><li>Humour</li></ul> Choose language which enhances writing			Write and maintain audience interest through a variety of means: <ul style="list-style-type: none"><li>Humour</li><li>Selected anecdotes</li><li>Careful choice of language</li></ul> Choose appropriate language features to enhance writing	Engage audience interest through a variety of means  Deliberately choose appropriate language features to enhance my writing
<b>Voice</b>  Refers to those aspects of a piece of writing that give it a personal flavour  (poetic & persuasive writing)	Tell my own story	Record and tell my own story	Write about things that have happened and how I felt	Write about things that have happened, how I felt, and what I was thinking, to create feeling	Use personal voice to effectively create mood and feeling			Convey personal views, feeling and responses sincerely and honestly. Include my own opinion and special examples			Sustain sincerity of personal voice to maintain audience interest. Could include the use of: <ul style="list-style-type: none"><li>Conversational tone</li><li>Humour</li><li>Special anecdotes</li></ul>	Confidently convey personal thoughts, feelings, ideas and responses.  Express experiences with perception
<b>Planning</b>	Draw a picture plan				Use a picture plan / brainstorm / keywords to plan my writing			Use picture plans/brainstorm/ note-taking/keywords if I think I need them				
<b>Content / Ideas</b>	Share my ideas		Write thoughts, feelings and ideas	Write interesting and important ideas, and add opinion and some detail	Write interesting and important ideas including detail and opinion  Choose appropriate and relevant information and detail to support ideas			Develop significant ideas and support with descriptive details  Use precise and logical details and / or comment			As level three  Focus clearly on developing main points, attitudes and specific interesting events and aspects  Support main points and sequence of events with substantial illustrations, interpretive comments, evaluations or observations  Clearly and consistently maintain a point of view. Support main ideas convincingly through elaboration, evidence, and links to other ideas	Develop and sustain a strong central idea  Support main points and sequence of events with interesting and substantial illustrations, interpretive comments, evaluations or observations
<b>Sentence Structure</b>	Use shapes & lines	Begin to write a sentence Write sentences that sound right	Begin to join two ideas in one sentence  Write sentences using joining words e.g. and, but (compound sentences)	Use simple and compound sentences  Write sentences that have different beginning and are different lengths  Order my ideas  Sequence most thoughts, feeling and ideas logically	Attempt using complex sentences  Use a variety of sentence structures  Beginning to use paragraphs with support  Sequence most thought, feeling and ideas logically with some confidence			Attempts to use paragraphs  Structure thoughts, feelings and ideas to create effect		Use a variety of sentence structures  Uses paragraphs  Structure thoughts, feelings and ideas to create effect	Confidently shape ideas for a particular effect or purpose  Organise ideas into paragraphs  Usually make logical links within and between the paragraphs	Use a variety of sentence structures for effect and impact  Experiment with structure for a particular effect or purpose (repetition/flashback)  Convey a sense of coherence  Make logical links within and between paragraphs

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Vocabulary / Language	Use the words I know & the words around me	Use the words I know & the words around me	Use the words I know and topic words	Use topic related vocabulary and some technical words	Use nouns, pronouns, adjectives and verbs	Use a range of vocab to suit the audience & purpose	Select and enhance the vocabulary in my writing to add the 'x' factor: to create the desired impact
		Begin to use adjectives verbs & nouns	Use specific adjectives, verbs and nouns	Use a variety of specific adjectives, verbs & nouns with some confidence	Use similes, alliteration, onomatopoeia, metaphors and personification to add interest Use direct speech	Use appropriate language features to enhance the content and engage the audience  If appropriate, use dialogue & inner voice to enhance my writing	If appropriate, use features and dialogue for impact

# I Can...

Surface Features	Level 1				Level 2			Level 3			Level 4	Level 5
	Emergent	Level 1i	Level 1ii	Level 1iii	Level 2i	Level 2ii	Level 2iii	Level 3i	Level 3ii	Level 3iii		
Spelling		Write some sounds (dominant) I hear  Spell some high frequency words	Write most first letter sounds  Hear sounds in words and write these (dominant)  Spell some high-frequency words correctly (Spell-Write lists 1 - 2)	Show knowledge of consonant sounds, blends, and vowel sounds.  Begin to use common spelling patterns.  Spell most high-frequency words correctly (Spell-Write lists 1 - 2)	Show some knowledge of common spelling patterns and can transfer these between words  Spell most high-frequency words correctly (Spell-Write lists 1 - 4)			Demonstrate good understanding of all basic sounds and patterns in written English  Spell most high-frequency words correctly (Spell-Write lists 1 - 6)			Demonstrate good understanding of all basic sounds and patterns in written English, with few intrusive errors  Spell most high -frequency words correctly (Spell-Write lists 1 - 7)	Use the writing conventions of grammar (e.g. correctly formed sentences, consistent tense and pronouns, subject-verb agreement, correct prepositions), spelling, and punctuation with few intrusive errors
Punctuation		Have a go with capital letters and full stops	With help, understand and use capital letters and full stops	With help, understand and use capital letters and full stops	Consistently use: <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Commas</li> <li>Question marks</li> <li>Speech marks</li> <li>Exclamation marks</li> </ul>			With consistency, punctuate with increasing independence: <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Commas</li> <li>Question marks</li> <li>Speech marks</li> <li>Exclamation marks</li> <li>Apostrophes</li> </ul>			Use appropriate punctuation independently eg brackets, dashes, colons and the ellipsis	
Grammar		Write a sentence (simple) that makes sense	Write sentences that make sense	Write sentences (simple) correctly - subject / verb agreement	With support I can correctly form sentences Use: <ul style="list-style-type: none"> <li>Correct tense</li> <li>Pronouns</li> <li>Prepositions</li> <li>Subject - verb agreement</li> <li>Attempt more complex sentences</li> </ul>			Use most grammatical conventions correctly e.g. correctly formed sentences <ul style="list-style-type: none"> <li>Consistent use of tense</li> <li>Subject-verb agreement</li> <li>Consistent use of pronouns</li> <li>Correctly use prepositions</li> <li>Writing may include some errors</li> </ul>			Use most grammatical conventions accurately e.g. correctly formed sentences <ul style="list-style-type: none"> <li>Consistent use of tense</li> <li>Subject-verb agreement</li> <li>Consistent use of pronouns</li> <li>Correct use of prepositions</li> </ul>	
Layout	I know where to start on a page	Write from left to right  Leave spaces between some words	I know where to start on the next line  Leave spaces between words									

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Name: William Jones	NE	Y 1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
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Recrafting	Level 1				Level 2			Level 3			Level 4	Level 5
	Emergent	Level 1i	Level 1ii	Level 1iii	Level 2i	Level 2ii	Level 2iii	Level 3i	Level 3ii	Level 3iii		
Editing		Check that my picture matches my story	Re-read my writing to check it makes sense	Re-read my work and make changes  Use word cards and dictionary	With support: Proof read my writing for spelling, punctuation and grammar Re-craft by adding, changing and deleting to improve my writing			Proof read for spelling, punctuation and grammar Re-craft by adding, changing and deleting to improve my writing			Proof read independently Use a dictionary, spell checker and thesaurus Use feedback to improve my writing Re-craft my writing for better effect, with growing independence.	Proof read independently Use a dictionary, spell checker and thesaurus Use feedback to improve my writing Re-craft my writing for better effect independently.
	I can use feedback / feed-forward to improve my writing											